

A young girl with her hair in a bun is sitting in a black leather chair, reading a book. She is wearing a light pink long-sleeved shirt and blue jeans. The book she is reading has the title "Rocks, Fossils and Arrowheads" visible. The background shows a classroom environment with a whiteboard, a wooden shelf with various items, and a window. A semi-transparent dark grey circle is overlaid on the image, containing the school's logo and title text.

CRREEKSIDE
CREATIVE ACADEMY

ANNUAL EDUCATION RESULTS REPORT (AERR)

Reporting on the 2022-2023 School Year

LOCAL & SOCIETAL CONTEXT

The 2022-2023 school year was our second year in operation. We had a total of 53 children and students enrolled in ECS - Grade 5 and home education programming.

Creekside Creative Academy (A.0374) is an accredited funded independent school located in the south-east quadrant of Red Deer. The academy serves families that are located in Central Alberta and aims to meet the individual strengths and needs of each student through the unique programming that is offered.

We offer:

- small class sizes with a maximum of 18 students/children per class
- learning that is individualized and differentiated to meet the unique learning needs of each student
- a forest school program where a portion of learning is done outdoors
- inquiry driven learning through authentic application of Provincial Learning Objectives
- enriched programming for gifted students
- on-site speech and language intervention for those students that qualify



ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Creekside Creative Academy for the 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

The documents can be found on our school website under our policies and handbooks page at:
www.creeksidecreativeacademy.ca/copy-of-about-us



Ray P. Lewchuk Board Chair

November 30, 2023

WHISTLEBLOWER STATEMENT

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received to date.

School Authority A.0374: Creekside Creative Academy

COLLABORATIVE INVOLVEMENT



The Academy believes in a team approach in everything that we do. Every person has the potential to influence a student's life and we strive to surround each of our students with intentional experiences and relationships that make a positive difference in their life.

Parents are a key dynamic in the success of the school. Parents are expected to be active participants in their child's learning. Reporting to parents with daily reports that include video, pictures, and documentation as to what their child has learned during their day with us is an element that is crucial to parents being able to support their own child's growth and development. Another way in which parents are involved is through the ability to attend Parent Advisory Council (PAC) meetings on a regular basis. For the 2022-2023 school year, the PAC was comprised of 6 regularly attending parents.

Staff members have the ability to collaborate with each other during scheduled Professional Development days, monthly staff meetings, and other various times throughout the week.

To offer transparency and information, the Academy releases the AERR and Ed-Plans through the website and forwards them on directly to active parents when they are approved and released.



WHAT
DRIVES US

OUR MISSION & VISION



OUR MISSION AND VISION

Creekside Creative Academy strives to develop capable, confident learners in a safe environment. Developing these assets will be accomplished through utilizing academically rigorous, developmentally appropriate programming.

Meeting the parents' desire to provide their children with a strong start to their education journey, Creekside Creative Academy is focused on low teacher to student ratios, focused curriculum delivery, unique outdoor learning experiences, and inclusiveness for all. The education focus is to provide an environment where each child is encouraged to learn and be creative in their own way.

OUR VALUES

Creekside Creative Academy believes in the value of providing authentic learning experiences for all students. The Academy is a Reggio-Emilia inspired program that incorporates many of the ideas and beliefs into the everyday learning that occurs. We recognize that children come with their own set of strengths and potential; it is the educator's job to recognize each child's potential and move them forward on their continuum of growth and development.

Creekside Creative Academy passionately believes in authentic learning experiences and there is nothing more authentic than the outside world and nature. Elements of forest school are a large focus at Creekside Creative Academy. All students visit the outdoors for learning opportunities and exploration at the forested area on and adjacent to the property daily with considerable portions of the day spent outside.





ASSURANCE
FRAMEWORK

PREFACE



Due to 2022-2023 being the second year of operation, there are no provincial results to pull data from. All goals outlined are the provincial outcomes and the measures listed have been based on an internal survey of parents attending Creekside Creative Academy during the 2022-2023 school year. To review these specific survey results, please visit our Education Plan at www.creeksidecreativeacademy.ca/copy-of-about-us

STUDENT SUCCESS

ALBERTA EDUCATION OUTCOME ONE:
Alberta students are successful

What we have implemented and next steps...

- Followed a common assessment and documentation system to capture a student/child's learning and utilize data in a responsive manner for both assessment for learning and assessment of learning.
- Continued using a daily reporting method in which parents are given a snapshot of what their child was learning each day at school so that they can continue to be an active partner in their child's learning.
- Expanding up to grade 6 for the 2023-2024 school year to continue to serve the population of students and families we have.
- Revised the application and registration process to streamline information, conduct interviews with families, and complete the registration process.
- Implemented Literacy Place by Scholastic for reading programming and assessment. In addition, utilized provincial literacy and numeracy screens to identify at-risk students and provide intervention.
- Provided speech language therapy to identified eligible students and will look at hiring an on-site speech language assistant to increase access while decreasing costs of speech and language intervention.



STUDENT SUCCESS

HIGHLIGHTS FROM 2022-2023

- Our school classrooms maintained an average of 16 children/students.
- While many students were new to the Academy, staff worked quickly to build relationships and knowledge with each individual to ensure groupings and lessons were targeted at the individual's learning requirements. For those that were students from within the Academy continuing on, continuity was maintained with many of these students continuing with their teacher from the previous year.
- No provincial PAT exams were administered or written due to not having any students in grade 6 for the 2022-2023 school year.
- Celebrations of Learning were hosted every 6 weeks to allow the parents time to engage with their child and what they had been learning. These frequent celebrations of learning allowed the teacher(s) and parents to respond in a timely manner to address the students strengths and needs for them to be successful moving forward.
- Parent-teacher interviews were scheduled twice during the year to give the parents and teacher an opportunity to sit together and discuss their child's learning.



LEARNING SUPPORTS

ALBERTA EDUCATION OUTCOME TWO:
Alberta's education system supports First Nations, Metis, and Inuit students' success

What we have implemented and next steps...

- Recognized September 30th within the school community by planning meaningful presentations and learning surrounding culture and teachings of First Nations, Metis, and Inuit people.
- Expanded the number of books and materials for students to access to expose them to First Nations, Metis, and Inuit culture. The goal of adding more curricular resources to this collection is in place moving forward. There is now a dedicated section of our library shelf for First Nations, Metis, and Inuit books and resources.
- Welcomed First Nations and Metis families to the Academy.
- We have and will continue to expand on our teams' knowledge of how to incorporate cultural teachings into the natural world and forest programming element.



LEARNING SUPPORTS

ALBERTA EDUCATION OUTCOME THREE:
Alberta's education system respects diversity and promotes inclusion.

What we have implemented and next steps...

- We will continue to offer a service model with a private Speech Language Pathologist to provide programming to identified and eligible children. We continued on with our own internal Speech Language Pathologist Assistant with the team that can work to service both needs within the school moving forward.
- We will continue to screen children/students that are thought to be gifted utilizing the Peabody Picture Vocabulary Test (PPVT) to identify potential students and how to program for them in an enriched program that challenges them.
- We will continue to approach all students learning from a developmental and interest based manner in mixed age groupings and classrooms.
- We introduced an enhanced program during the year and will continue to offer an enrichment program with an on-site Artist in Residence that specializes in dance, music, and design.
- We enhanced our older grade groupings learning by having dedicated teaching in a small group to meet the students' individual curricular goals.



LEARNING SUPPORTS

HIGHLIGHTS FROM 2022-2023

- Recognized September 30th within the school community by having the students participate in First Nations, Metis, and Inuit literacy activities, games, and teachings.
- Our administrator continued to provide additional support within classrooms to allow for further differentiation within our classrooms available to students.
- We revised and implemented an in-depth Individual Support Plan template for all identified students/children with learning exceptionalities to ensure quality programming and strategies are in place for them to have success in school. This plan was reviewed multiple times throughout the year and was a collaborative effort and plan involving teachers, parents, educational assistants, paraprofessionals, and administration.
- Pre-screening of current students was completed for the 23-24 school year and follow-up was done at year end to assess the children/students' growth and plan appropriately for success in the next school year. For new students incoming for the 23-24 year, parent feedback in an interview allowed the admissions team to decide whether pre-screening would be of benefit for the child/student.
- All children and students that were in Junior Kindergarten programming and up, had access to Music and Movement with our Artist in Residence twice per week. In addition, students in grades 2 and up participated in design class with our Artist in Residence once per week.



TEACHING & LEADING

ALBERTA EDUCATION OUTCOME FOUR:
Alberta has excellent teachers, schools, and school authority leaders.

What we have implemented and next steps...

- In order to attract and retain quality certified teachers and administration, teachers were offered a comprehensive benefit plan that is better than what public school teachers receive and are paid equivalent to the salary grid.
- 100% of our professional teaching staff and educational assistants have shared that they intend to stay with the Academy moving forward into the 23-24 school year. In addition additional teaching staff and educational assistants have expressed the want to move up from Creekside Creative Academy Pre-K (Child Care) into the school positions for the year ahead.
- Continue to provide fall and spring performance reviews with follow up meetings between the teacher and administration team to ensure TQS and LQS standards are being achieved.
- Continue to provide Professional Development days for teaching staff to access quality PD along with additional collaboration time.
- Continue to host 1 hour staff meetings once a month to ensure connection and collaboration occurs with all staff at the table in a consistent manner. In addition, hosted an additional evening PD for all staff to attend focused on pedagogy and best practice.



TEACHING & LEADING

HIGHLIGHTS FROM 2022-2023

- We focused professional development on implementing the new Alberta Curriculum and piloting the new science curriculum through collaboration, AISCA sessions, and accessing applicable CARC (Central Alberta Regional Consortium) sessions.
- Attracted highly qualified staff for the transition into the 23-24 school year (teachers, educational assistants, and speech language pathologist assistant); many of which are moving from within the Centre up into the school area.
- The school moved into the brand new building that more than triples the space and will be the permanent home for the school. All classrooms were outfitted with brand new furniture and clean designs with plenty of natural light to align with the Academy's pedagogy and first class learning environment.
- Creekside Creative Academy once again joined AISCA in the interest of being associated and connected to other independent schools in the province, access to professional development, and access to enhanced services and supports.



GOVERNANCE

ALBERTA EDUCATION OUTCOME FIVE:
Alberta's education system is well governed and managed.

What we have implemented and next steps...

- Our board remained with the existing board members which allowed for deeper understanding and more robust conversations/decisions due to the continuity.
- The Academy moved into the new, permanent space, that allowed for growth to happen in a financially responsible manner with minimal unused space, but the ability to expand in future years.

Creekside Creative Academy plans to reach a financially sustainable level of school operations within the next 5 years.



GOVERNANCE

AN OVERVIEW 2022-2023

In the Academy's current state of growth, the year focused on settling without implementing a lot of changes. The move into the building and increased student population, additional staff, and infancy in operation all signaled a need to be present in the now with an eye on the future. To adjust and adapt, the Academy staffed responsibly to be financially responsible and feasible while being able to offer a robust and appealing program that puts the student first. While the focus remained on growing the school population up from ECS, additional students entered into the Academy at various grade levels. Blended learning and classes were required to program for all students while growing the Academy. Looking ahead, the steep increase of student enrollment and demand for programming looks to continue with an expansion of school population and grades offered. It will be the focus of the board to maintain a level of programming excellence, while expanding the Academy's offerings.





FINANCIAL
INFORMATION

FINANCIAL INFORMATION

Financial Summary Results

Year Ended August 31, 2023

The 2022-2023 school year was Creekside Creative Academy's second year of school operations.

While the Academy showed a loss in the first year of operations, the financials show that the goal of achieving sustainability was attained with a surplus for the 2022-2023 year.

For additional 2022-2023 financial information including the Audited Financial Statements, please contact Ray Lewchuk, Director of Finance.

Revenues

Tuition	\$142,080
Alberta Education Government Grant	\$317,625
Other Alberta Government Grants	\$167,281
Gifts, Donations, Fees	\$49,896
Other Income	\$109,073

Total Revenue	<u><u>\$785,955</u></u>
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Expenses

Instructional	\$327,246
Operations & Maintenance	\$186,504
Lease	\$128,885
Amortization	\$5,723
Other Expenses	\$36,681

Total Expenses	<u><u>\$685,039</u></u>
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Surplus (deficit) of revenues over expenses	<u><u>\$100,916</u></u>
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CONTINUOUS
IMPROVEMENT
CYCLE

CONTINUOUS IMPROVEMENT

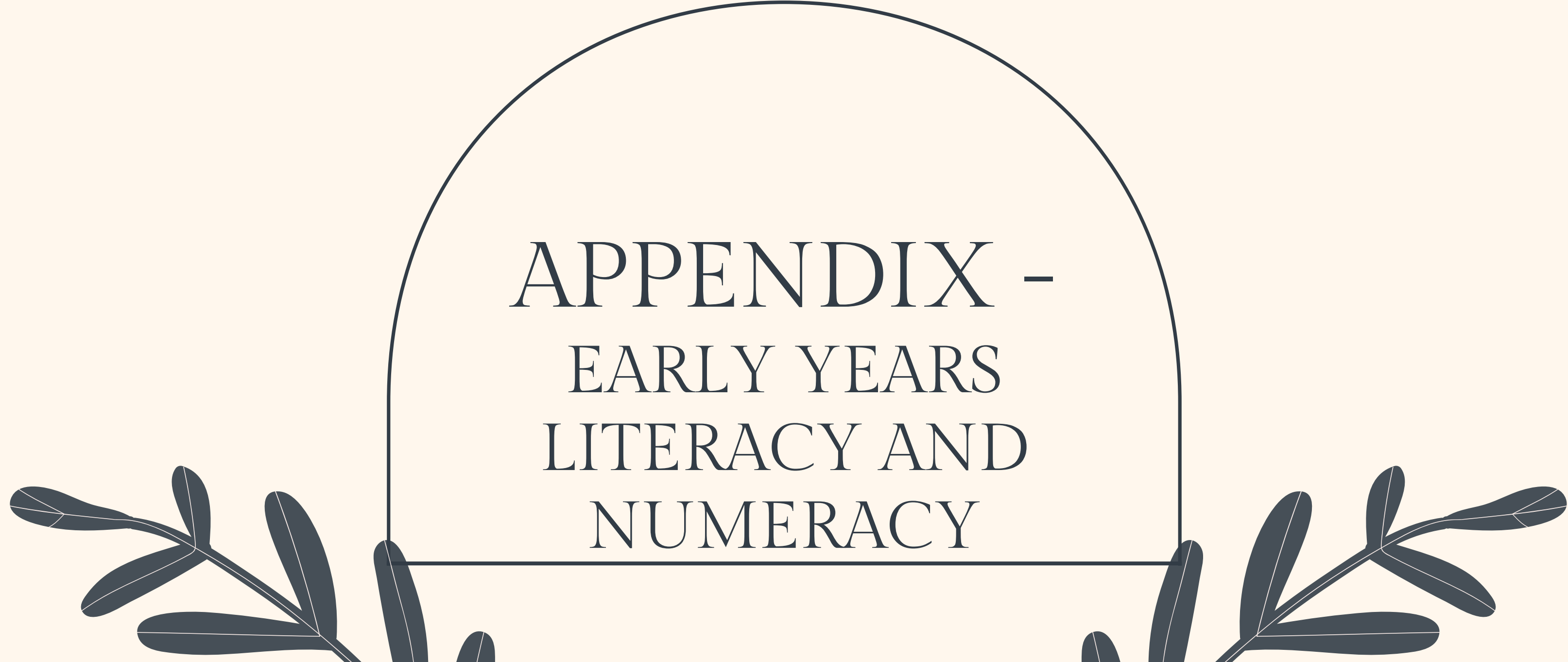


Creekside Creative Academy is committed to continuous growth and improvement that is aligned with the provincial key priorities. The Annual Education Results Report (AERR) is released each fall which encompasses all of our successes, challenges, and commitments to growth utilizing data from the previous school year. The AERR assists the administration team and board make decisions as to the key priorities for the following school year. In addition, the AERR is intended to provide assurance to stakeholders that Creekside Creative Academy is meeting and exceeding the requirements of Alberta Education's Assurance Framework.

This Educational Plan will be reviewed annually, posted to the policy and procedures section of the webpage, and available by request in print form.

Board Approval: November 30, 2023

Next Review Date: November 2024



APPENDIX -
EARLY YEARS
LITERACY AND
NUMERACY

ASSESSMENTS

As per Alberta Learning's mandate and focus on early identification and intervention in the areas of literacy and numeracy, Creekside Creative Academy utilizes assessments that help develop data and inform instruction.

Literacy Assessments

- Letter Name-Sound Test (LeNS) - Kindergarten - Grade 2
- Castles and Coltheart 3 Test (CC3) - Grade 1 - 4
- Next Step Guided Reading Assessment - Scholastic
 - Kits for Levelled Readers A-N and K-Z both in use
 - Kindergarten - Grade 6

Numeracy Assessments

- Provincial Numeracy Screening Assessment - Kindergarten - Grade 3

**in addition Provincial SLAs are administered along with Provincial Achievement Tests; however in the 2022-2023 year, no students took these exams.*



ASSESSMENT DATA

Grade	Total Number of Students Assessed at Beginning of School Year	Total Number of Students Identified as being at-risk in Literacy or Numeracy on initial assessments	Total Number of At Risk Students in Literacy ONLY	Total number of At Risk Students in Numeracy ONLY	Total Number of At Risk Students in both Literacy and Numeracy	Average number of months behind grade level students were at in literacy at time of initial assessment	Average number of months behind grade level students were at in literacy at time of final assessment	Average number of months behind grade level students were at in literacy at time of initial assessment	Average number of months behind grade level students were at in literacy at time of final assessment
Grade 1	3	2	1	0	1	4 months	4 months	4 months	2 months
Grade 2	3	1	0	0	1	10 months	N/A <i>(student at-risk left the school prior to end of school year)</i>	4 months	N/A <i>(student at-risk left the school prior to end of school year)</i>
Grade 3	1	1	1	0	0	20 months	2 months	N/A	N/A
Grade 4	1	0	0	0	0	N/A	N/A	N/A	N/A

SUPPORTS

In recognition that all students enter into the classroom at a variety of levels and that some students were identified at-risk utilizing provincial assessment tools, Creekside Creative Academy pivoted to ensure these students were offered additional support and intervention in an attempt to catch them up to at or close to grade level. While the school population was still fairly small, utilizing the available resources was crucial to meet these needs. The various supports put in place included:

- purchasing Literacy Place guided reading programs to assist in planning and implementing guided reading into the daily classroom schedule and routine
- students that were identified as at-risk in literacy, received at least 3-5 small group or individual guided reading lessons each week with a teacher
- an educational assistant was increased in time to help support these learners in small groups or individual assistance with intervention on an ongoing and consistent basis
- intervention in small groups targeted phonemic skills, whole language skills, and reading
- frequent check ins and teaching to visit and revisit skills and goals several times throughout the year made a difference to the students' ability to learn and retain information

